

# Rethinking Relationships & Bias in Early Childhood

Facilitated by Olga Lacayo and Eliana Elias

1

---

---

---

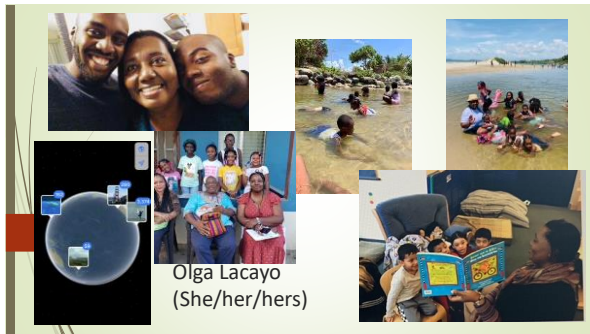
---

---

---

---

---



2

---

---

---

---

---

---

---

---

## Who are the Garinagu?

- The Garifuna originated on the island of Saint Vincent the early 1600ths.
- Fusion of the Carib Indians and the Arawak Indian.
- Known as Garifuna, black Indians or black Caribbean.
- The Garifuna creed is coexistence in community.
- We are an indomitable, brave and upright people.
- We love life, freedom and peace.

3

---

---

---


---

---

---

---

---



- The arrival of the Garífunas to Honduras occurred at the end of the 18th century when they were forcibly exiled by the British from Saint Vincent to the islands of Roatán Bay off the Honduran coast.

4

---

---

---

---

---

---

---

---

**Garinagu Fight**

- The Garifuna people of Honduras fight for our ancestral lands, our livelihoods (resisting exile), and the preservation of our cultural heritage:

**Land rights:**

- The Garifuna have a history of displacement and insecurity in Honduras, and their rights have been eroded by resource extraction and other projects.
- In 2015, the Inter-American Court of Human Rights ordered the Honduran government to return Garifuna lands, but the government did not comply.

5

---

---

---

---

---

---

---

---

**Inclusion:**

Political, educational, economic, social and cultural sector

**Cultural heritage:**

- Garifuna language was declared Intangible heritage of humanity in 2008.
- The Garifuna heritage includes language, rich gastronomy, spirituality, music and dance.

**Garifuna's in the world:**

- There are currently around 700,000 Garinagu living around the world.

6

---

---

---

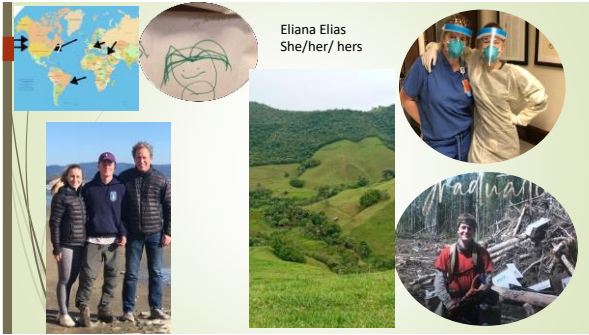
---

---

---

---

---



7

---

---

---

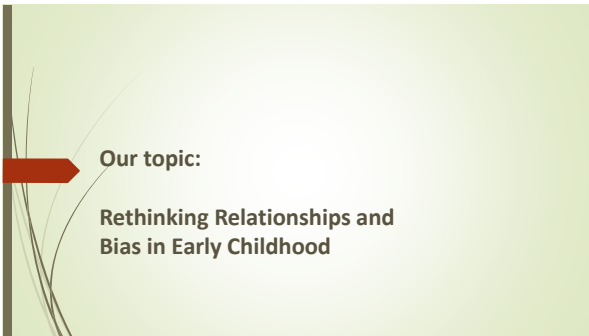
---

---

---

---

---



8

---

---

---

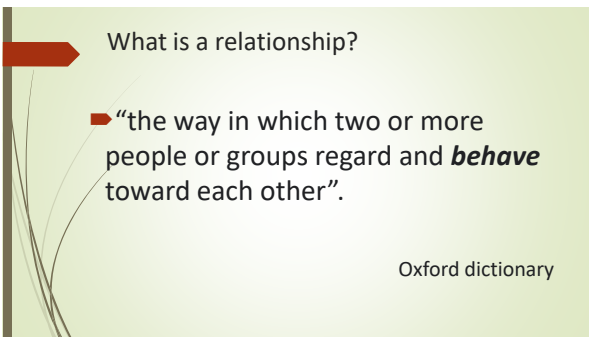
---

---

---

---

---



9

---

---

---

---

---

---

---

---

What do we need to build healthy relationships?

- Time for listening
- Learning about ourselves
- Building trust
- Sharing
- Reciprocity
- Safety

10

---

---

---

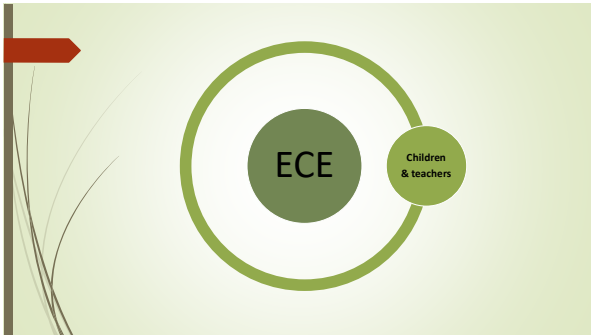
---

---

---

---

---



11

---

---

---

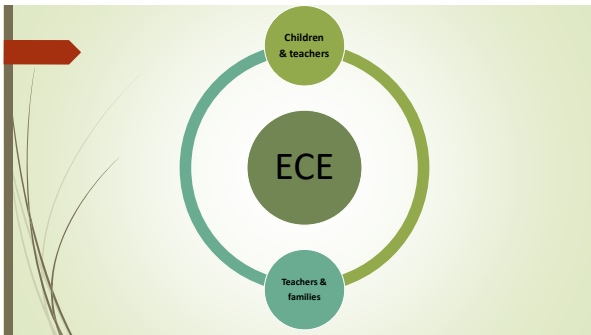
---

---

---

---

---



12

---

---

---

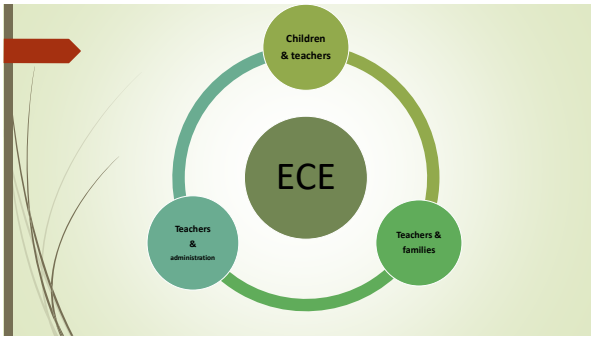
---

---

---

---

---



13

---

---

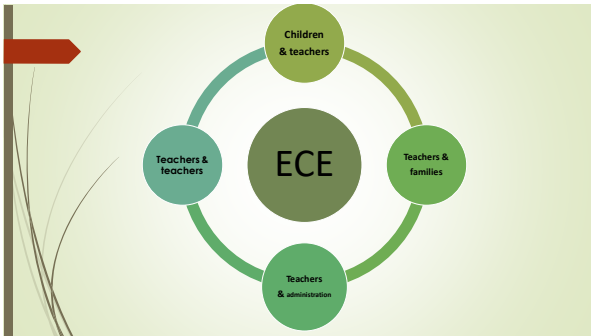
---

---

---

---

---



14

---

---

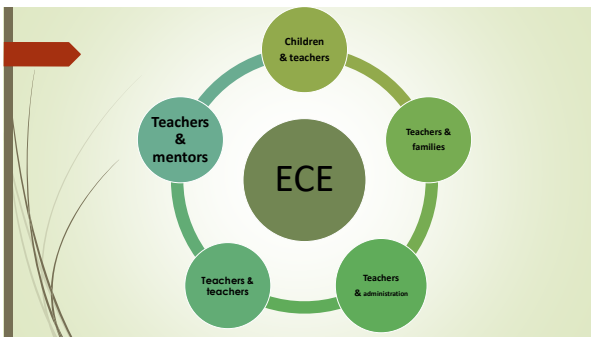
---

---

---

---

---



15

---

---

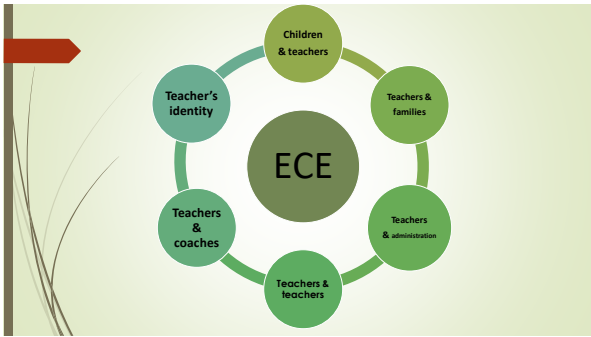
---

---

---

---

---



16

---

---

---

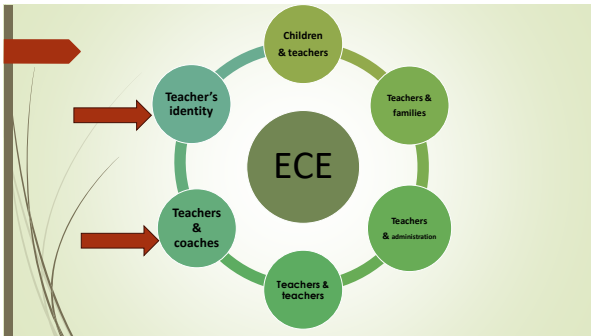
---

---

---

---

---



17

---

---

---

---

---

---

---

---

Starting from a tiny moment...

*"You are a monkey".*

18

---

---

---

---

---

---

---

---

**Poll #1:**

- If you were Olga, what would you do?

**A.** Ignore the comment because children are innocent.  
**B.** Schedule a meeting with the family.  
**C.** Use activities to support Jennifer's views of differences.  
**D.** Buy more multicultural materials for the classroom.

19

---

---

---

---

---

---

---

---

**Poll results...**

- And a little bit about the historic significance of being called a "monkey"
- What Olga decided to do...

20

---

---

---

---

---


---

---

---

**In the past...**

- Silence was more "dignified"
- Attempts to address racism were minimized
- When sharing with colleagues about microaggressions I was encouraged to "ignore" or "not take it personally"



21

---

---

---

---

---

---

---

---



22

---

---

---

---

---


---

---

---

Taking a different path!

- Inviting allies to think together
- Identifying co-conspirators
- Brainstorming steps
- Understanding child development
- Using protocols to deepen our discussion
- Document the journey through the book



23

---

---

---

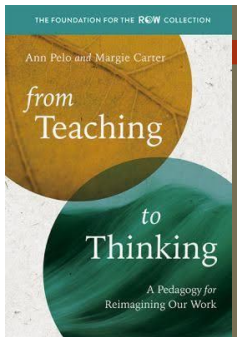
---

---

---

---

---



THE FOUNDATION FOR THE RCW COLLECTION

Ann Pello and Margie Carter

from Teaching to Thinking

A Pedagogy for Reimagining Our Work

A protocol for Early Childhood Educators

THE THINKING LENS

- Created by Deb Curtis, Margie Carter and Ann Pello and featured in many of their publications.

24

---

---

---

---


---

---

---

---





Let's experience a protocol together and return to Jennifer's picture.

*"This is you. You are a monkey. My mom says your monkey."*

Jennifer, 4 years old

25

---

---

---

---

---

---

---

---

### The Thinking Lens for Learning with Children

**Reflect on yourself:**

- Have you ever experienced something similar in your life?
- What feelings come up for you as you listen to this story?
- What in your background and culture shape your response to Jennifer's drawing?

**Reflect on the children:**  
What have you done to help children as they develop their self identity and an understanding of racial differences?

**Reflect on other perspectives:**  
What do you know about the history of slavery and its legacy in the US and the rest of the Americas?  
What theorists, thinkers and educators have contributed to your thinking?

**Reflect on next steps:**  
What questions or ideas would you like to explore further, related to this?

© Ann Pells and Margie Carter, From Teaching to Thinking

26

---

---

---

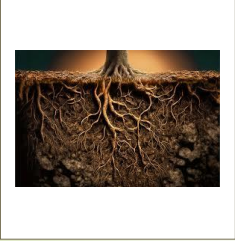
---

---

---

---

---



Engaging in deeper questions about racism...

27

---

---

---

---

---

---

---

---

### Talking about race and bias

- Starting with ourselves
- Being comfortable with discomfort
- When we are not comfortable we retreat to silence
- Speak from your own experience
- Be brave
- Humility
- Being vulnerable
- Building trust
- Brave spaces



28

---

---

---

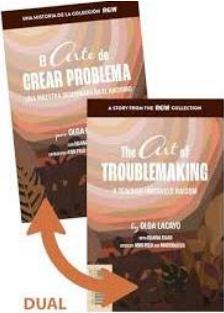
---

---

---

---

---



### The book

- ROW collection
- Telling stories to center teachers' experiences
- Rigorous thinking, that combines heart and mind
- Beyond mandates and "advice"

***We believe that educators hunger for deeper meaning in their work. We believe that educators long to be challenged into their biggest, deepest, most startling thinking and questioning.***  
Ann Pelo and Margie Carter

**DUAL LANGUAGE BOOK**

29

---

---

---


---

---

---

---

---



### Starting the work with ourselves!

- Too often we think the work of fighting oppression is just intellectual. The real work is personal, emotional, spiritual."

From the book We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom, by Dr. Bettina Love.

30

---

---

---

---

---

---

---

---

**Teaching with integrity and joy**

- Drawing on the wisdom of my ancestors
- Understanding the importance of the early years
- Healing from trauma and living with joy
- Using self reflection and a deep sense of identity
- Contributing to brave conversations
- Building community and learning from others
- Thinking together and charting a different path
- Using small moments to help us reimagine our practices

31

---

---

---

---


---

---

---

---

■ *"We need to have a tender conversation about the pain of experiencing – and of witnessing- racism, about bias against immigrants and people who are more comfortable speaking a language other than English. We need to talk about what we each grew up learning about people who were different from 'our group', and about the direct and more subtle messages we had received about who we should be afraid of and why – about who is normal, who belongs and who doesn't."*



From the book the Art of Trouble Making, by Olga Lacayo with Eliana Elias

32

---

---

---

---



---

---

---

---

**Reimagining my role as a coach**

-  **Seek to understand the social political context**
-  **Invite educators to shape your coaching**
-  **Understand the limitations and unintended negative consequences of Quality Rating Systems**
-  **Be aware of coaching "scripts"**

33

---

---

---

---

---

---

---

---

Reimagining my role as a coach

- Highlight the common values you share with teachers
- Look for the moments when teachers show curiosity and passion
- Embrace subjectivity
- Support risk taking
- Be open to making mistakes
- Be humble
- Practice talking about race and racism

34

---

---

---


---

---

---

---

---



Expanding our views about our role as educators...

35

---

---

---

---

---

---

---

---

Resources

- [\*The Art of Troublemaking: a Teacher Unravels Racism\*](#), by Olga Lacayo with Eliana Elias
- [\*From Teaching to Thinking\*](#), by Margie Carter and Ann Pelo
- [\*We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom\*](#), by Dr. Bettina Love
- [\*The Thinking Lens\*](#), by Deb Curtis, Margie Carter and Ann Pelo
- [\*The Heart of A Teacher\*](#), by Parker Palmer

36

---

---

---

---

---

---

---

---



Questions?

The graphic shows a white rectangular area containing several hands of different skin tones (brown, tan, black) raised in the air. Above the hands are five question marks in various colors: blue, pink, grey, green, and yellow. To the left of the white area is a dark red arrow pointing right. The entire graphic is set against a light green background with a decorative vertical line on the left side.

37

---

---

---

---

---


---

---


---

Contact the facilitators:

Olga Lacayo:  
[lacayoolga60@gmail.com](mailto:lacayoolga60@gmail.com)



Eliana Elias  
[ehelias64@gmail.com](mailto:ehelias64@gmail.com)



The slide features a light green background with a decorative vertical line on the left and a dark red arrow pointing right. The text 'Contact the facilitators:' is centered at the top. Below it are two columns of information. The left column includes the name 'Olga Lacayo:' and her email address '[lacayoolga60@gmail.com](mailto:lacayoolga60@gmail.com)' in red text, followed by a small square portrait of her. The right column includes the name 'Eliana Elias' and her email address '[ehelias64@gmail.com](mailto:ehelias64@gmail.com)' in red text, followed by a small square portrait of her.

38

---

---

---

---

---

---

---

---